

The slide features a dark blue background with decorative geometric patterns on the left and right sides. These patterns consist of overlapping chevron and arrow shapes in yellow, magenta, and light blue. The main title is centered in large, white, sans-serif font.

Hear Ye! Hear Ye! Read All About It!

Reading Strategies for All

December 4, 2014

Danielle Jamieson
Shirley Barclay

Agenda

- 1.The BIG Picture
- 2.Setting the Stage
- 3.Saskatchewan Reads
- 4.Exploring the tools of
Balanced Literacy
- 5.Magnificent Seven
- 6.Assessment tools
- 7.Resources/Digital Tools
- 8.Worktime
9. Feedback

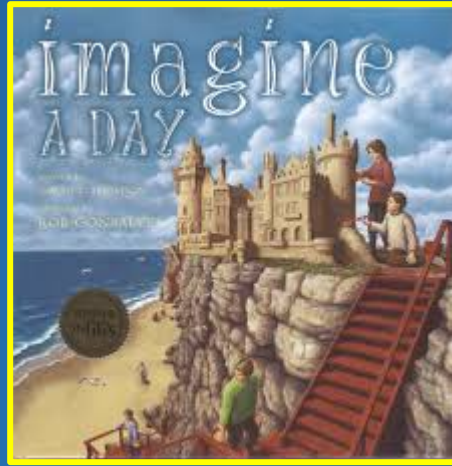
**Reading is not just about
what is going on in the
book - it's about what's
going on in your head!**

~ Adrienne Gear

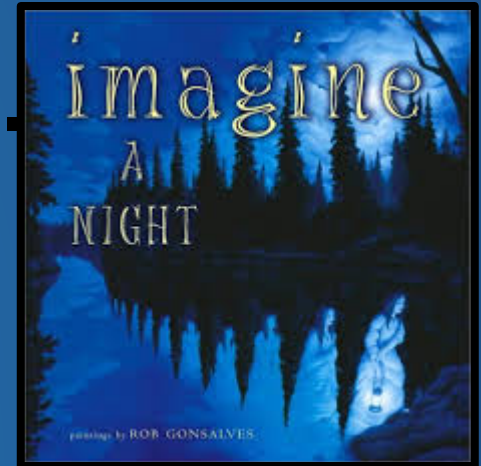
**Comprehension strategies
are not ends in themselves;
they are means of helping
your students understand
what they are reading.**

~ National Reading Panel

Imagine a Day...



Imagine a Night...






<http://saskatchewanreads.wordpress.com>

What is your belief about students and reading?

What are your beliefs about teaching reading?



In the fall of 2014, Deputy Minister Dan Florizone brought all the directors in the province as well as representatives from First Nations to join the Ministry of Education in creating the first ever Education Sector Strategic Plan (ESSP). In response to the “Saskatchewan Plan for Growth: Vision 2020 and Beyond”, the ESSP was then approved by the 28 school boards in the province, as well as Government. Within the plan was a Hoshin (one year initiative) to improve the reading of students in this province by the end of grade 3.



This document is meant to provide a framework for school divisions and teachers in planning for high impact teaching strategies in instruction, assessment and intervention. The document comes alive through the many examples of promising practice that have been successful in school divisions across Saskatchewan. These examples are found in the photographs throughout the document, in the appendix, and within this online version of this document.

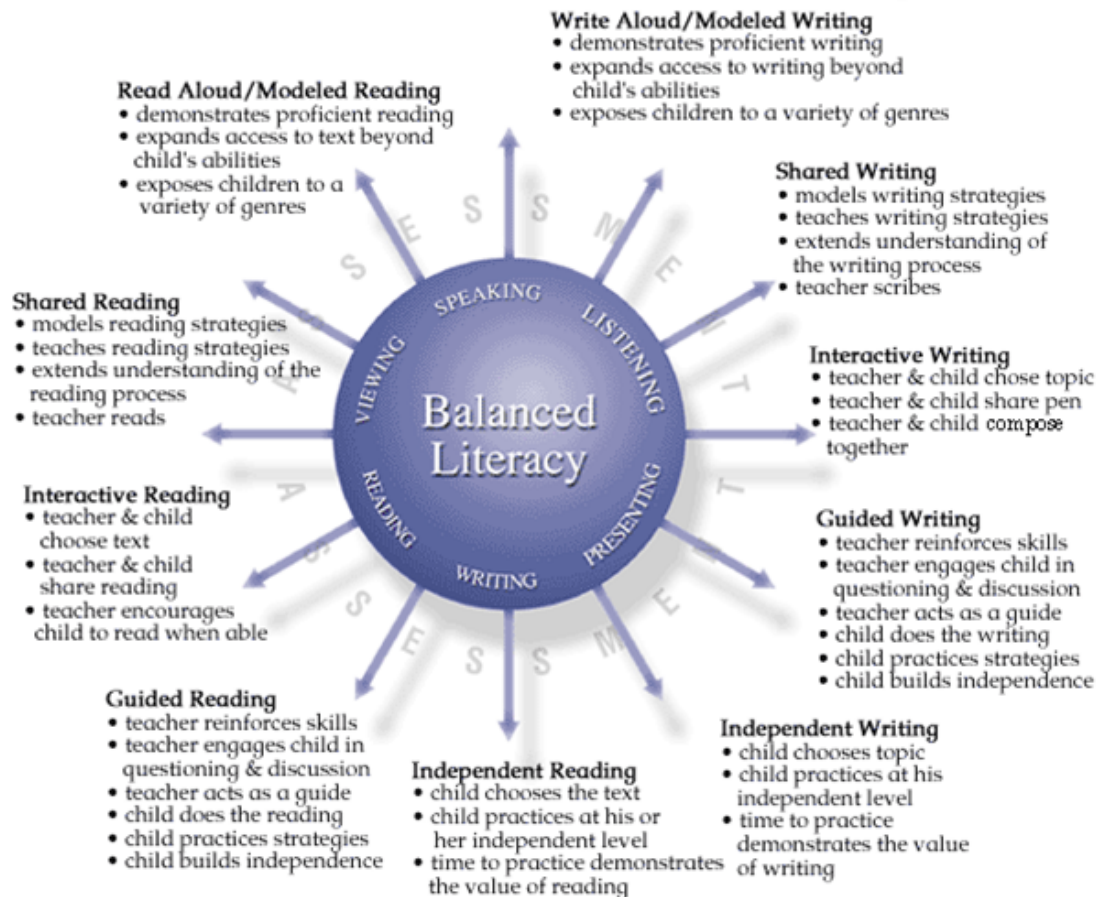
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Supporting Balanced Literacy in the Classroom

Balanced Literacy

- So ... what is balanced literacy?
- How can we set it up?
- What can it look like, sound like, feel like?
- How can I navigate this?

What is Balanced Literacy?



Source:

<http://goo.gl/5nOj89>

Balanced Literacy- Resources



<http://goo.gl/7RdPrr>

<http://goo.gl/AL0Cfa>



Guided Reading

Key Characteristics of a GR Program:

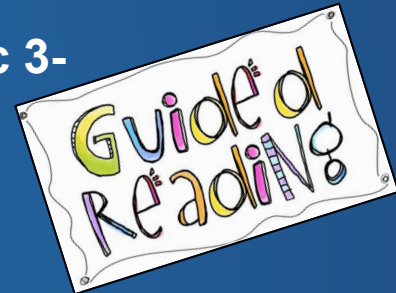
- ◆ part of a Balanced Literacy Program
- ◆ small groups that are flexible
- ◆ use a variety of texts at the instructional level of the students
- ◆ focus on reading strategies needed by the students
- ◆ frequent and consistent monitoring
- ◆ meaningful, relevant and engaging activities for other students to be doing while you are with a GR group - Literacy Centres



Guided Reading

Key Steps in Organizing a GR Program:

- ◆ establish routines and procedures for independent learning
- ◆ gather a collection of books and other texts that provide support for the reader - GR program, levelled texts, reading strategy focus, content area reading
- ◆ assess students regularly to determine instructional reading levels and to establish groups - DRA, Scholastic 3-Minute Reading Assessment, Alberta Diagnostic





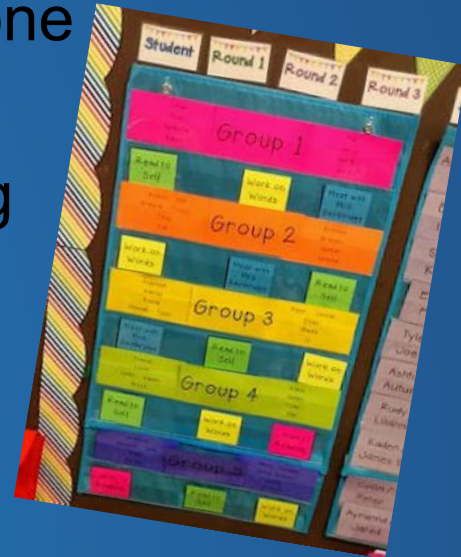
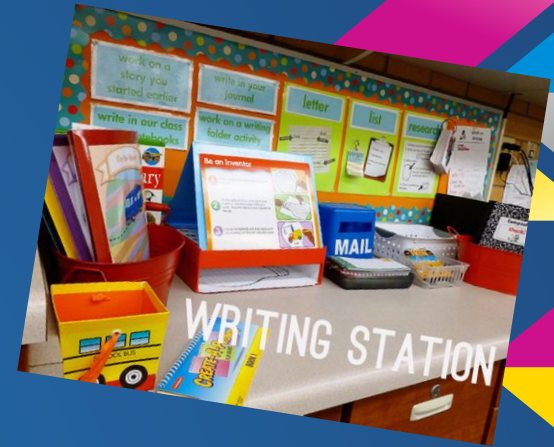
- ★ The Daily Five is a literary structure that allows for differentiation in the classroom and provides consistency.
- ★ It is an integrated literacy instruction and classroom management system.
- ★ It is a system of five literacy tasks that teaches students independence



Daily Five Components

Strategies

- ★ Read to Self
- ★ Read to Someone
- ★ Listen to Read
- ★ Work on Writing
- ★ Word Work



Where Are You in Your Journey?

1.Which reading strategies do you use?

2.How do you choose which strategies you use?

3.What is your comfort level with trying out new reading strategies?

4.How do you access reading strategies?

5.How are reading strategies and reading activities different and how are they the same?

6.Whose responsibility is it to teach reading strategies?

Wilfrid Gordon McDonald Partridge



The Magnificent Seven

- ◆ Building & Monitoring Background Knowledge
- ◆ Making Connections
- ◆ Visualizing
- ◆ Inferring
- ◆ Questioning
- ◆ Determining Importance
- ◆ Synthesizing



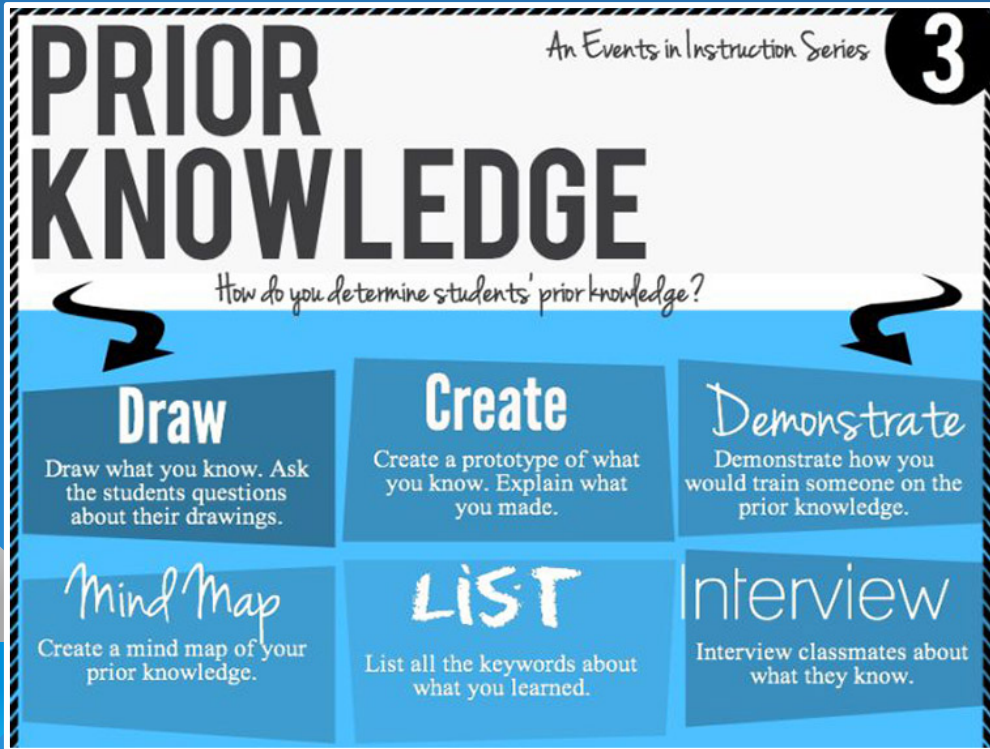
The BIG Picture

**How Can We Make
Reading Connections
Beyond the ELA
Classroom?**



Reading Strategy	Content Area Connection
Building & Monitoring Background Knowledge	
Making Connections	
Visualizing	
Inferring	
Questioning	
Determining Importance	
Synthesizing	

Building and Monitoring Background Knowledge



“Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.”

~ John Locke”

“It is not so important to have all the answers as to be hungry for them”.

~ Carol Ann Tomlinson

Building and Monitoring Background Knowledge

Strategies:

- ★ Schema- lint roller, 'one minute schema determiner'
- ★ TPE (Think Puzzle Explore)
- ★ 3-2-1 bridge



Your Own World Wide Web



Read



Ask Myself:

- Does it make sense?
- Are my predictions confirmed?
- I am getting the important points?



Notice:

When did I get off course?
When did things go wrong?



No

Yes



Problem Solve:

- Words
- Connections
- Image
- Fast/Slow
- Organization



Check Understanding:

Do I have the BIG Idea?
Can I express it in my own words?
Can I connect it know, do?
Can I write it?



Making Connections

- ◆ the bridge from the new to the known
- ◆ involves our schema
- our background knowledge and experiences - what we bring to the reading



“The words on the page are only half of the story. The rest is what you bring to the party.”

~Toni Morrison, The Reader
as Artist



When Making Connections...

Is my connection connected to the topic?

Does my connection help me understand this information better?

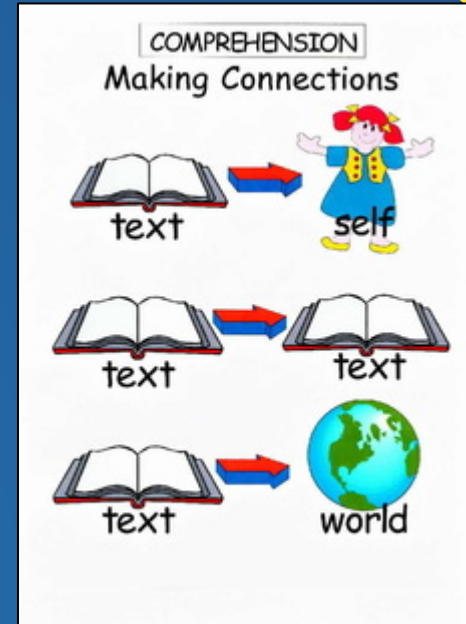
Is my connection to a personal experience, another book, or something I already knew?

Making Connections



Strategies:

- ★ Sketch and Label
- ★ Story + My Life/Picture
- ★ Making Connections - Changing Your Lens
- ★ Bookmarks



Visualizing- Motion Picture of the Mind

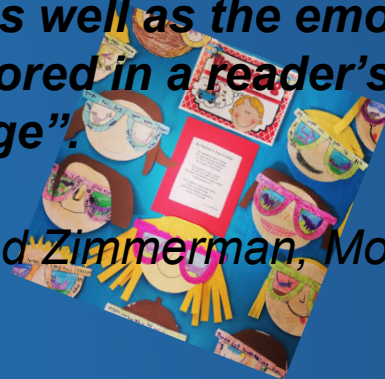
Using all of our senses to create an understanding of text.

Imagine tone of voice, the smells of the dirty socks, the feeling of the cold damp sweat, the hairs on your neck tingling.

Adriene Gear says, “visualizing is the ‘sister to imagination’ the critical difference is the source for the images.”

“Proficient readers spontaneously and purposefully create mental images while and after they read. The images emerge from all five senses as well as the emotions and are anchored in a reader’s prior knowledge”.

Keene and Zimmerman, *Mosaic of Thought*





Visualizing

Creating pictures in your mind while you read.

Visualization is like having an on-going movie in our minds.

Creating pictures in our minds while we read keeps us interested in the book and helps us to organize, understand and make connections to what we are reading.

We can create images while we read using all of our senses.

When we visualize we connect our own personal ideas about the story with what the author wants us to know and understand.

Visualization helps us to recall details after we have read.

It can help us to focus, remember and apply what we are reading about to other situations.

Visualizing happens before we read, while we read and after we read. Our images change as we read on and learn new information.

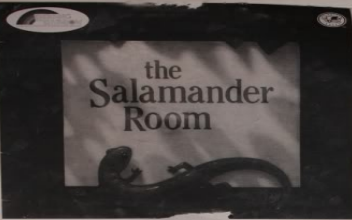
Visualization enhances understanding.



Strategies:



- ★ Making 'sense' using text and drawing
- ★ Sketch to Stretch
- ★ Visualization - Quotes
- ★ What Am I?

<div>  <div> <h2>Visualizing:</h2> <p>Readers make mental images as they read. They often imagine more than what is explicitly stated in the text.</p> </div> </div>	
Quote from Text	Our mental images
"I will carpet my room with shiny wet leaves and water them so he can slide around and play."	<ul style="list-style-type: none"> - A Salamander sliding across the leaves - A salamander sliding down a hill / slide - A salamander swinging from leaves. - Leaves are everywhere, covering the floor.
"I will make him a salamander bed to sleep in."	<ul style="list-style-type: none"> - A box cut in half full of leaves - the shelf next to his bed. - A shoebox decorated like a jungle
"I will bring tree stumps into my room so he can climb up the bark and sun himself on top."	<ul style="list-style-type: none"> - Tree stumps take the place of other furniture in the room - walls are covered in vines. The Salamander is laying in the sun with arms behind head, tummy to the wall.
"I will bring salamander friends to play with him."	<ul style="list-style-type: none"> - Now there are lots of salamanders playing in the leaves. They are playing games and sliding on the leaves.
"We can lift off the ceiling."	<ul style="list-style-type: none"> - Lifting the whole 2nd floor being lifted by a crane. (smooth cut - rigged) cut - Rocks falling into the room. Chainsaws going. Construction noises. Helicopters coming to lift the roof away.

Visualizing



By using visualization, you open the door for life-long reading. You help in the development of student's habit of actively thinking about what they read.

Visualizing

When you create a picture in your mind using the clues and words from the story as you read!

Hint
Hint : It's like making a movie in your BRAIN



WHY?

Helps readers:

- get excited to read more
- understand the story
- make better predictions



Inferring

- ◆ Something good readers do to figure out what the author is saying, even though s/he may not have actually written it down.
- ◆ Good readers look for **CLUES** in the text (words/pictures) to help.



“What I like in an author is not what he says, but what he whispers.”

~Logan Pearsall Smith

INFER MEANING

HOW DOES INFERRING HELP US UNDERSTAND WHAT WE READ?

We think about what we know and merge it with text clues to draw a reasonable conclusion.

We tie our predictions and inferences to evidence in the text.
Our evidence must be factual.


We use our background knowledge, illustrations and other clues in the text to infer meaning of unfamiliar words.

We revise our inferences when we learn new information.

We form our own opinions while we read to deepen our understanding.

We ask questions before we read and infer the answers when we don't read them in the text.

The “Inference” Equation:



READ/SEE/HEAR + **KNOW** = **INFER**
(Background Knowledge)

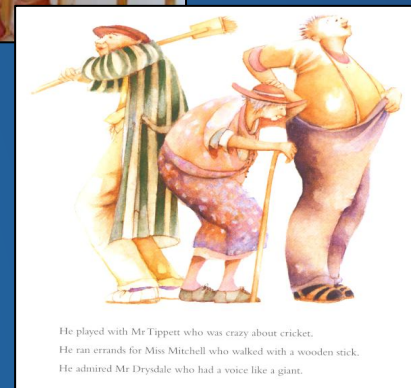
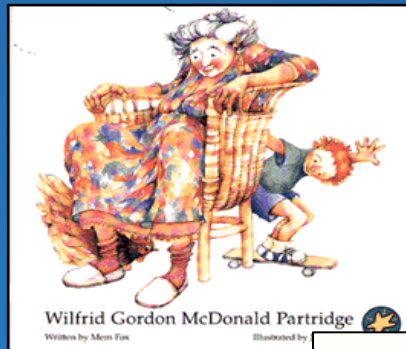
“A good reader is not just reading what IS in the text, but thinking about what ISN’T.”

~Adrienne Gear

Inferring

Strategies:

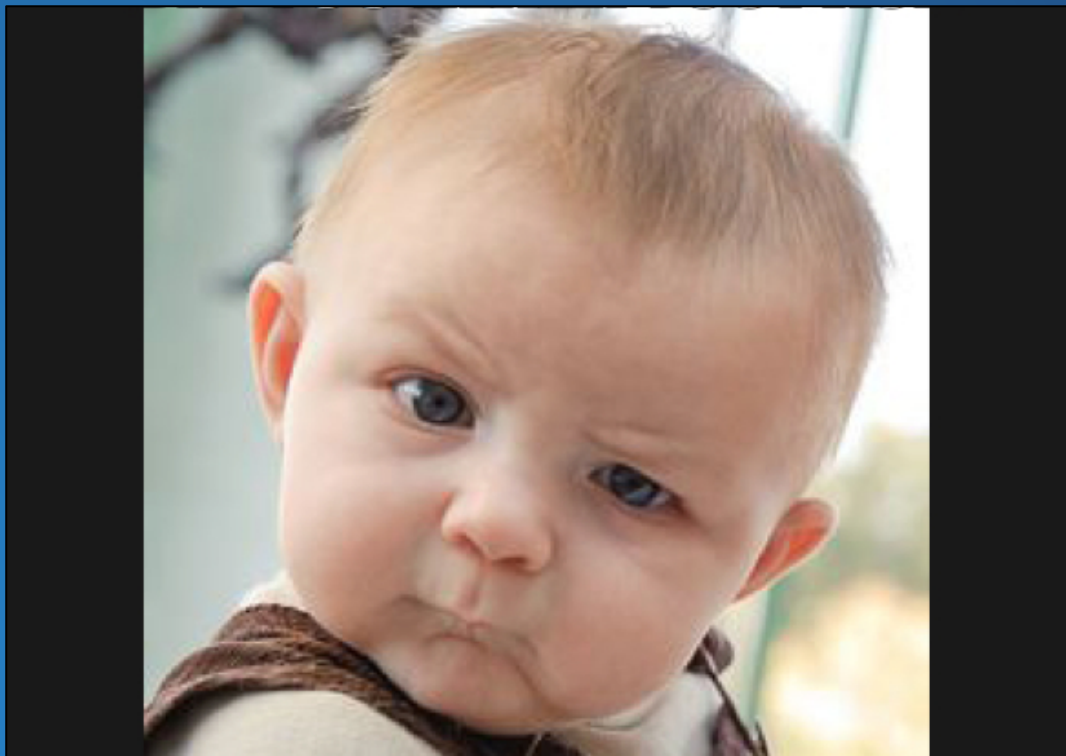
★ Pictures



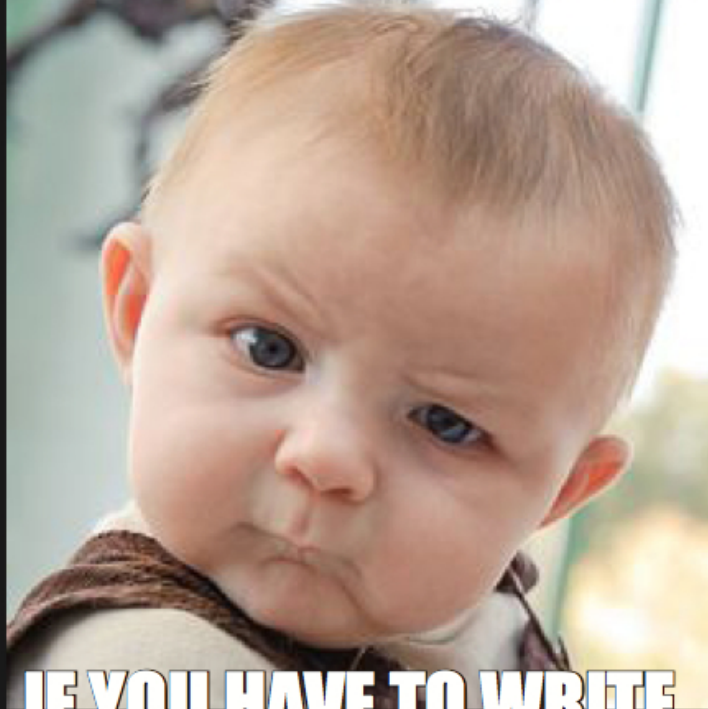
Inferring

Strategy:

★ O-W-I



DID YOU REALLY JUST ASK

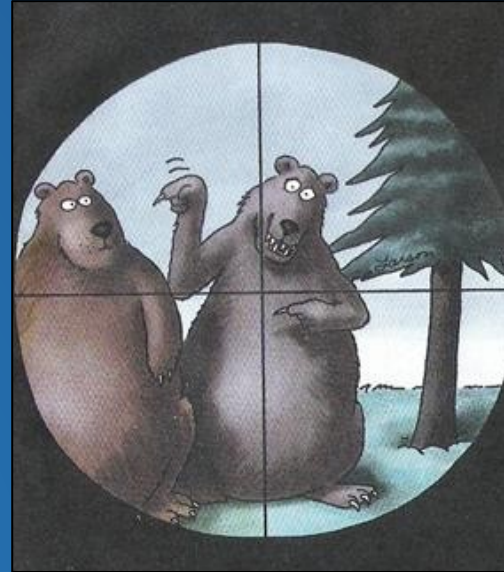


**IF YOU HAVE TO WRITE
IN COMPLETE SENTENCES?**

Inferring

Strategies:

- ★ comic strips/riddles
- ★ wordless picture books
- ★ Back to the Board



Determining Importance

- ◆ the skill by which a reader is able to sort through information in the text, select key ideas and remember them.
- ◆ the first step in synthesizing

“Determining importance is making sense of reading and moving toward insight.”

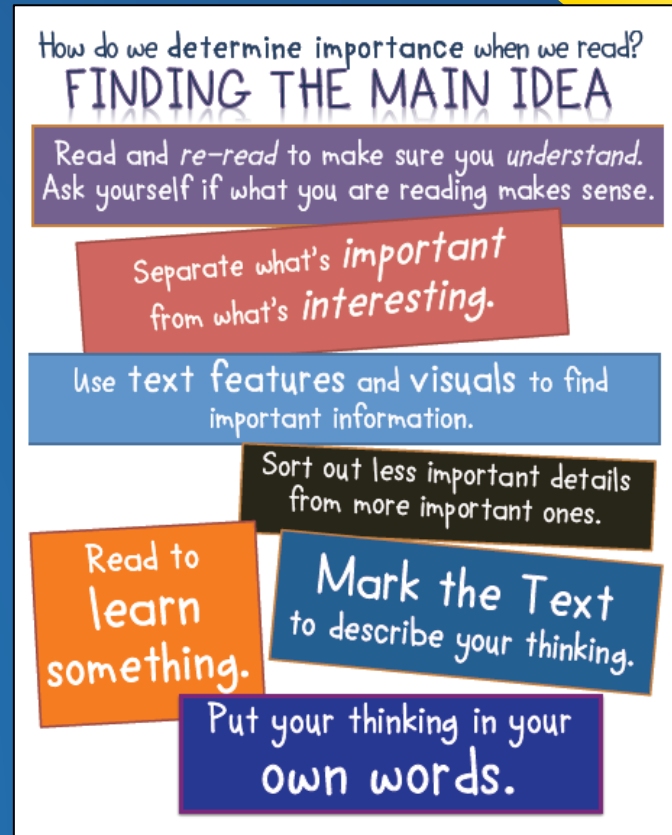
~Harvey and Goudvis



Determining Importance

Retelling - requires the reader to organize text information in order to provide a personal rendition of it

Summarizing - goes a step further. The reader has to organize, synthesize and analyze ideas to determine the degree of importance



Determining Importance



Strategies:

- ★ group retelling activity
- ★ Plus, Minus, Interesting
- ★ Get the Gist
- ★ THIEVES and PEEK



Thinking/Coding Marks - “snippet”

LOOK for these # KEY Words or Phrases

central concern
most remarkable
key idea
not only
best describes
main purpose
lesson learned
equally
for example
in contrast
as an example
noteworthy
similarly
likewise
furthermore
remember that
it is significant
without question
the basic concept here is...
A major development...

COLOUR CODE THE TEXT

main idea

supporting details

interesting details

'the fluff'

MARKING THE TEXT

Mark the text as you read. Use these codes to remember what you read and to show your thinking.



Surprising Part

"I wasn't expecting to read that..."



Wondering Part

"It's interesting that..."
"This detail makes me think that..."

VIP

Very Important Part

"A very important idea is..."
"What's important here..."



Favourite Part

"This idea is one of my favourites because..."



Confusing Part

"I need more information to understand this part because..."

LOL

Funny
Part



Interesting
Detail



Supporting
Detail



Main Idea
Sentence



KEY Word
or Phrase

Questioning

“The most important questions don’t seem to have ready answers. But the questions themselves have a healing power when they are shared. An answer is an invitation to stop thinking about something, to stop wondering. Life has no such stopping places. Life is a process whose every event is connected to the moment that just went by. An unanswered question is a fine travelling companion. It sharpens your eye for the road.”

Rachel Naomi Remen



Questioning *Strategies:*



- ★ Question Trekking
- ★ Thin, Thick and Sidekick Questions
- ★ Reciprocal Questioning (ReQuest)
- ★ Two Column Note Organizer
- ★ Golden Lines
- ★ Double Entry Journal



* Wondering Part

BEFORE Wonders

Thinking about what I read last time, I am wondering...
When I read the title I wonder...
What if...?
What might...?
Will...?
How could...?

DURING Wonders

How come...?
What's the deal...?
What might...?
I'm confused about...
How could...?
I can't believe...!
Hmmm, it's interesting that...

AFTER Wonders

I wonder...
My big question is...
What's the deal...?
What might...?
I'm still confused about...
How will...?
How could...?
I can't believe...!
I don't get how...

LOOK for these # KEY Words or Phrases

central concern
most remarkable
key idea
not only
best describes
main purpose
lesson learned
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for example
in contrast
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"What's important here..."



Favourite Part
"This idea is one of my favourites because..."



Confusing Part
"I need more information to understand this part because..."

LOL

Funny Part



Interesting Detail



Supporting Detail



Main Idea Sentence



KEY Word or Phrase

Q.A.R. Strategy

Right There: Go! The answer is RIGHT THERE in the story!

- Who...? Where...?
- What...? How...?
- When...?

Think and Search: Slow down!

The answer is in the story but you have to SEARCH for it on different pages.

- Summarize... What caused...
- Compare and Contrast...
- How did... Retell...
- Find 2 examples...

Author and You - Stop!

Use your schema and make an Inference using the story.

- Predict what will happen...
- What is the main idea of...
- What could be another title for...?
- Why did the author write...?

On My Own - Connect!

Use your schema and tell your opinion

- Have you ever...?
- How would you feel if...?

Context Clues: Infering Meaning

Good readers figure out unknown words by using...

- ① Schema
- ② Clues from pictures
- ③ Clues from the text
- ④ rereading

Asking Questions Reflecting

- Did the story answer your questions?
- Did you have to infer to answer your questions?
- Do you have to do some research to answer your questions?
- Are your questions important to understanding the story?



Asking Questions After you read

- Is there still something you don't understand?



Asking Questions Before you read

- Look at the title
- Look at the cover art
- Who is the author

I wonder _____

Why _____?



Asking Questions e you read

- Look at character or setting
- Look at the problem
- Look at the solution

What? Where? Who?

Why? When? Did?



<http://goo.gl/8oE8XX>

Synthesizing

“Combining new information with existing knowledge to form an original idea, a new thinking perhaps, or new a new creation even”. Harvey



Synthesizing

Strategies:

- ★ A Change in Thinking
- ★ Notes Thinking/T-chart
- ★ CSI
- ★ Even Dozen



My thinking grows and changes!

Sequoyah's Great Gift

At first, I was thinking...

I'm beginning to think...


Now I'm thinking...


Mentor Text:


Strategy:

* SYNTHESIZING *

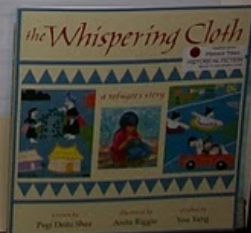
When your thinking changes
as you read!

 I'm thinking...

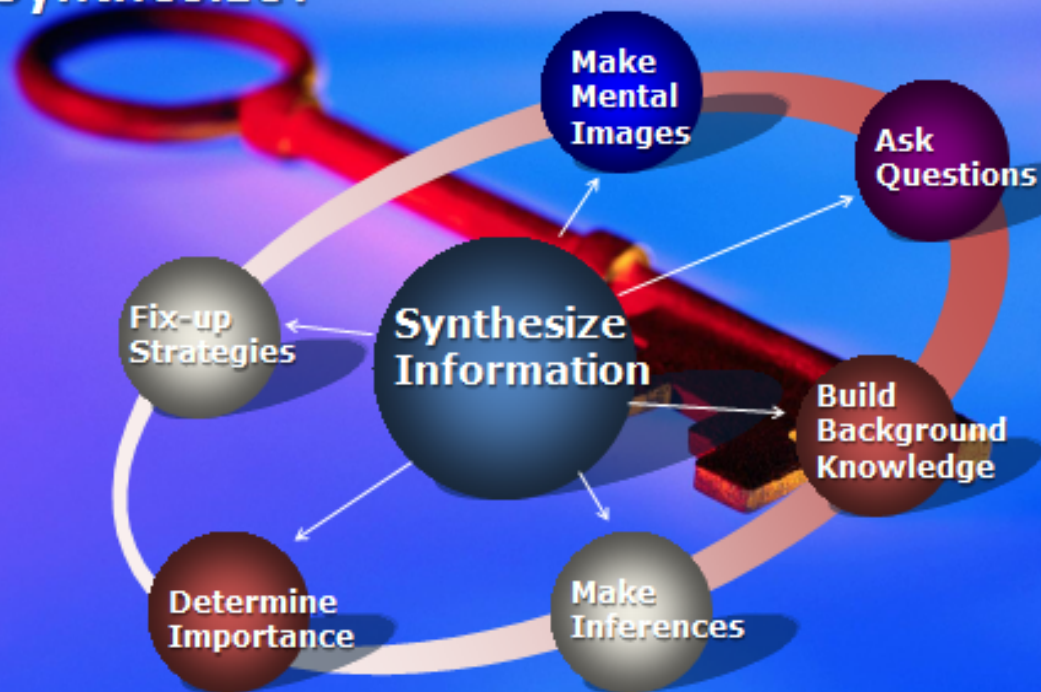
 Now I'm thinking...

 I'm beginning to think...

My new thinking is...



Which Keys Do I Use When I Synthesize?



Sketch Notes Sample

<http://ditchthattextbook.com/sketchnotes/>

Assessment

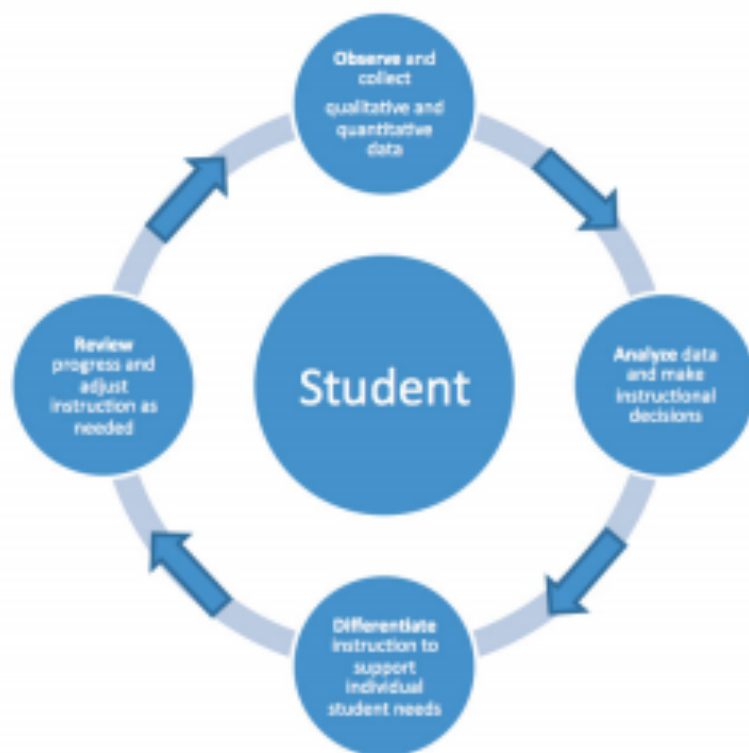
Large-scale assessments are designed to give the system feedback so the system can learn; classroom assessment is designed to give individuals feedback so the individual can learn.

~ Anne Davies

Over time, students move forward in their learning when they can use personal knowledge to construct meaning, have skills of self-monitoring to realize that they don't understand something, and have ways of deciding what to do next.

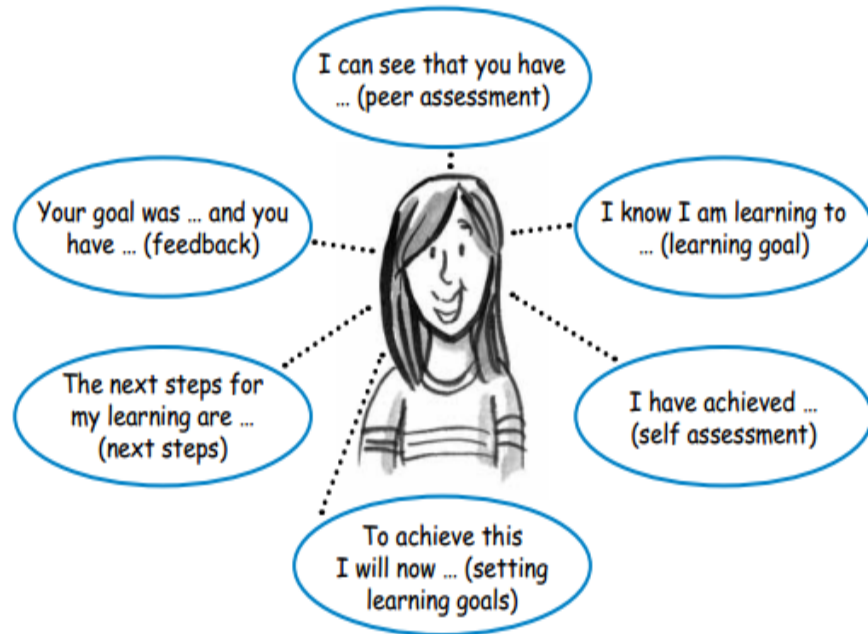
~ Lorna Earl

Formative Assessment to Responsive Instruction Cycle



Assessment follows a continuous cycle of observing, analyzing, differentiating, and reviewing.

Formative
assessment
influences
student
learning.



The big picture?
(The purpose of marking for this piece of work / project?)



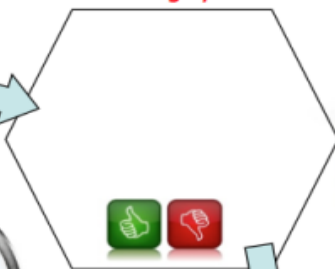
The 5 Minute Marking Plan

....print and scribble your way to focus on student assessment!

Summative marking:

to measure (progress) student learning

Grading system:



Formative marking:

to improve student learning

Comment system:



Key marking points to share with students?



Re-teach?



Common Errors?!



What should be changed in activity / SoW?



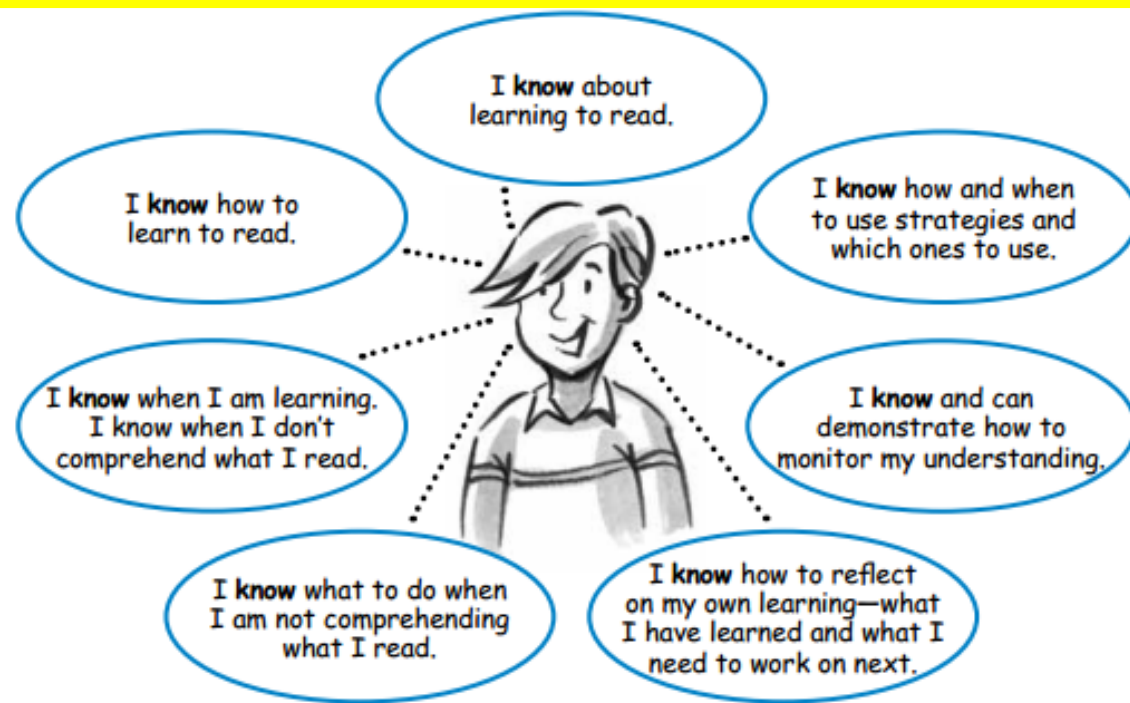
☐ yes
☐ no
☐ maybe

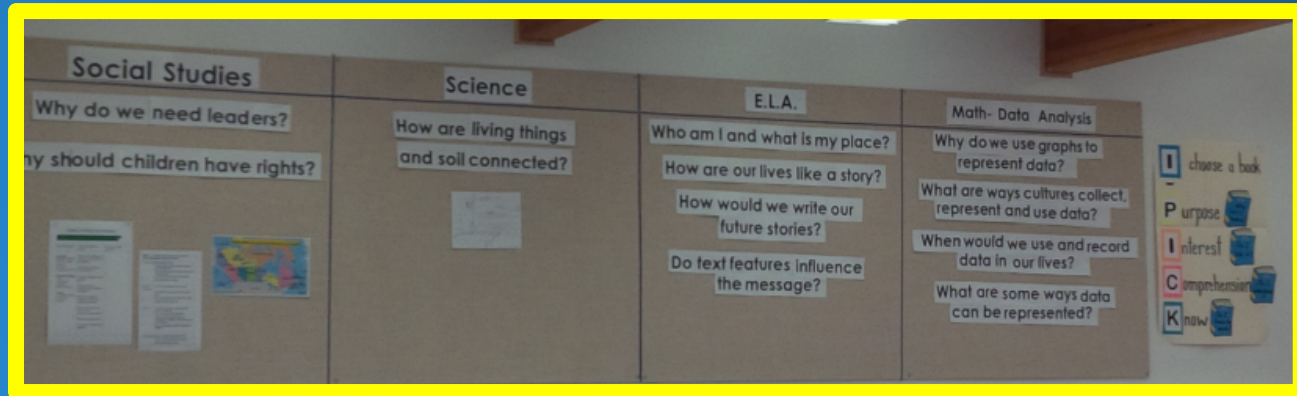
What should/should not be marked?

Peer/Self assessment opportunities?

Student response to feedback required?







Key Points on Comprehension Assessment

- **Reading comprehension assessment is thinking assessment**
- **There are a variety of ways to assess thinking informally – they include written, oral, artistic and dramatic means**
- **Be clear on the difference between assessing understanding of a given piece of text and . . . assessing the thinking strategies that make comprehension possible**

Key Points on Comprehension Assessment

- Gradually release responsibility to the student to show his/her thinking – ask him/her to defend thinking in relation to the text at hand and future application of the strategy
- **Collect evidence of thinking**
- The ultimate measure of success in comprehending is when a student can describe how and why use of a comprehension strategy helps him/her understand more completely

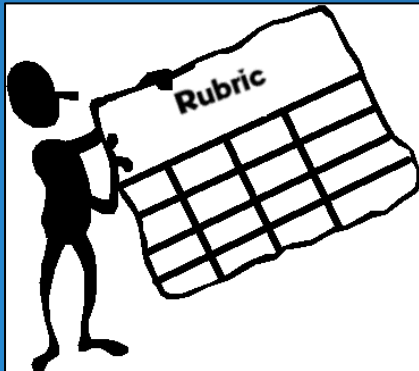
Assessing the Strategies

- **admit/exit slips**
- **ticket out the door**
- **rubrics**
- **anecdotal records**
- **formative assessments**
- **summative assessments**

Reading Comprehension Strategies Rubric

- found under the “Resources and Websites” tab on the Reading Strategies Wiki

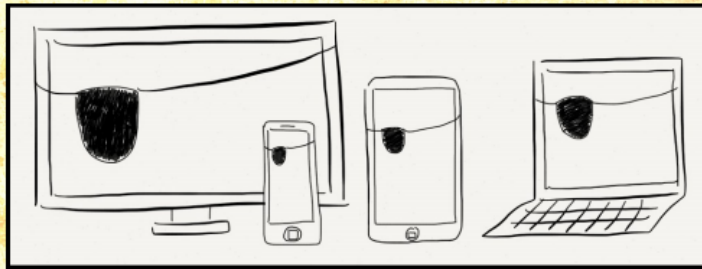
<http://goo.gl/uNgJCN>



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Tech Tools to Support the Teaching of Reading

The Digital **PIRATE**



*Adding techno-wizardry to teaching
with passion and engagement*

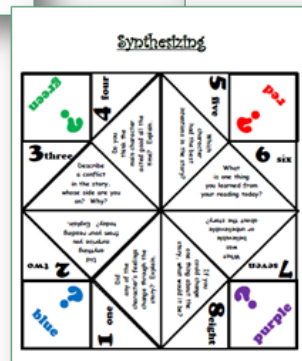
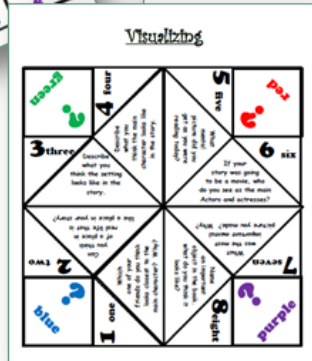
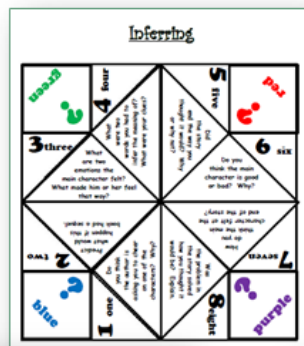
A DITCH THAT TEXTBOOK GUIDE

BY MATT MILLER (@JMATTMILLER)



<http://goo.gl/VaJIRX>

Resources You'll Love



<http://www.teacherspayteachers.com/Store/Rundes-Room>

Reading 8-Boxes

- a wonderful instructional tool
- 8 boxes:
 - My Reading (1 box)
 - Elements of the Text (1 box)
 - Word Skills (1 box)
 - Taxonomy of Thinking (1 box)
 - Reading Strategies (4 boxes): Monitoring Understanding, Connecting, Questioning, Visualizing, Inferring, Predicting , Determining Importance, Synthesizing



Web Resources:

- Reading Strategies Wiki - <http://readingstrategiesthatwork.wikispaces.com/>
- <http://www.mauryk12.org/literacy/reading%20mentor%20texts.htm>
- <http://www.pinterest.com/brobesson/rdg-strategies-mentor-texts/>
- <http://ditchthattextbook.com/>
- <http://www.the2sisters.com/theDaily5.html>
- <http://www.thedailycafe.com/>
- <http://www.schrockguide.net/critical-evaluation.html>

Follow us on Pinterest and Twitter

Text Resources:

- Strategies That Work - Stephanie Harvey and Anne Goudvis
- Mosaic of Thought - Ellin Keene and Susan Zimmerman
- Independent Reading, Inside the Box - Lisa Donnahue
- Reading Power - Adrienne Gear
- Teaching with Intention - Debbie Miller
- Reading With Meaning - Debbie Miller
- Guiding Readers - Lori Jamison Rog
- Guided Reading Basics - Lori Jamison Rog
- Making Thinking Visible - Ron Ritchhart, Mark Church, Karin Morrison
- Visualization Strategies - Jeffrey D. Wilhelm
- Balanced Literacy Essentials - Michelann Parr

Together ... We Will Survive :)



<http://safeshare.tv/w/xpyhbSicBg>

Feedback Form

Link and QR code are on page 50 in your
“Learning Together” package



<http://goo.gl/87Fd7V>

Thank You!

Have a **GREAT** Rest of the
School Year!

You're never too old,
too wacky, too wild,
to pick up a book
and read to a child.



-Dr. Seuss